The role of Malaysian University-of-the-Future in the Digital Era: International Community Engagement for Improving the Wellbeing of Youth in Egypt through Humanizing Digital Entrepreneurship Educational Programme

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Abstract: Youths are the future of each community and the future of each country. They don't only represent the future but they are also the embodiment of hope for the future, they are the key stakeholders in the national development process, so it's very important to look for the youth issues and solve it. Unemployment is one of the greatest economic challenges facing youth around the world, and in Egypt specifically. It is generally assumed that higher education has a twofold objective: to provide employment opportunities and to create awareness. Both have a shared objective of improving our quality of life. Humanizing education and entrepreneurship skills within the university should be enhanced to retain sustainability and remain relevant for the future aim of the universities. This paper offers validated conceptual Malaysian University-of-the-Future (UotF) business model with focus on international community engagement programmes. The value proposition of the conceptual business model is to enhance the wellbeing of youth in Egypt through humanising digital entrepreneurship education programmes and harnessing on the digital capability. Universities can adapt the conceptual business model in meeting their needs. The design and system thinking approach has been adapted in this paper to address the wellbeing issues of the youth in Egypt, especially educated unemployed and dropout students of higher education, through understanding their need, and then followed by building conceptual business models using modelling tools, i.e. Business model canvas (BMC) and Value proposition design canvas (VPC). The approach includes conducting literature review and interviews for understanding the needs, challenges and key problems; formulating and ideating initial business model options in solving the problems; and validation of the initial business model by interviewing the various customer segments.

Keywords: Egyptian poor youth, Societal well-being, University-of-the-Future, Unemployment, Dropout student, SDG, Humanizing digital entrepreneurship education, BMC, VPC, Digital Era, Digital platform, University community engagement.

I. INTRODUCTION

Development of the education and skill level correlates positively with the economic output of a country, it plays a vital role in the wellbeing of society. Poverty and employment are parts of the challenges related to education which face the Egyptian Youth. The report "2017 Global Youth Wellbeing Index" by the International Youth Foundation, stated the world today has a larger generation of youth than ever before. Half of the global population is now under the age of 30, which is having a dramatic impact on every aspect of society. When these youths are educated, engaged, and empowered,

they can become effective agents of change, shaping the world for a better place to live. But when their needs are overlooked, we see alarming trends of a growing number of young people who are unemployed, under-educated, and generally disaffected (ILO, 2020). higher education is very important in preparing citizens for life through development and formation of knowledge, skill, belief, human values, wisdom, and thoughts. Education development through provision humanizing education and entrepreneurship skills helps to open job opportunities. Nowadays, as people are living in the age of technology revolution, universities in Egypt need to make enormous changes, particularly concerning educational business model development. In the future, the traditional education process is no longer appropriate since people use a technology-based device in their daily lives. Unemployment is one of the biggest economic challenges faced specifically by young people in Egypt. The unemployment rate in Egypt reached 7.7% in the first quarter of 2020, compared with 8% in the fourth quarter of 2019. Due to the COVID-19 pandemic, the unemployment rate increased to 9.2 percent in April 2020 as the government took precautionary steps to tackle the virus [18]. Egyptian youth between the ages of 15 and 29 are increasingly the most affected. Many youths have migrated from Egypt looking for job opportunities outside, and Many Egyptian youths who are unable to migrate legally continue to die as they attempt to illegally cross the Mediterranean to Europe. Research shows that there is a direct correlation between youth unemployment and the socio-economic and political stability of a state. (Ghafar, A. A, 2016). The problem of youth unemployment particularly affects university graduates. The main factors leading to youth unemployment in Egypt are the degradation of the public education system, which does not equip its students with the skills they need to qualify for work or help them establish their own business. In Egypt being a university graduate is not quite the top status as it was before, where 70% of the unemployed youth are holders of academic degrees as education in Egypt does not necessarily guarantee qualification for work. the youth unemployment rate increases with each level of educational attainment because of the weak Infrastructure for Innovation and Entrepreneurship. (ElWassimy, Nour. 2017). Unemployment is one of the main reasons that make students prefer to drop out of higher education and invest their time and money in building a career by diving into real-world experiences right away and forgoing all the classes and grades (Najeeb, A., 2016). There are various dimensions of the unemployment of university graduates, including the inadequate curriculums, and teaching methodologies, education-occupation mismatch in which university graduates are not equipped with the skills and knowledge to prepare them for a career within their field of study and weak Infrastructure for Innovation and Entrepreneurship. (ElWassimy, Nour. 2017). Encouraging youth to go to university will not solve alone the problem of youth unemployment, it is important to ensure that university curricula are of high quality and also that there is sufficient demand for graduates' skills to address it which contributes to the societal well-being and stability of Egypt. (ILO, 2020). Egyptian universities need to improve themselves by designing new and innovative models that deliver relevant and applicable knowledge worldwide. The basic question to be addressed by this conceptual paper is: "are we creating a world in which youth in Egypt can enhance their wellbeing and become a balanced person - as adults, parents, ethical entrepreneurs, and citizens. A conceptual solution is suggested in this paper to address the unemployment problem by aligning the capabilities of Egyptian students with evolving business demands and to help them resolve their poverty. This solution offers business model options for a university of the future (UotF) to empower youth by humanizing entrepreneurship education that contributes to social well-being in Egypt.

II. OBJECTIVES

Given the drawbacks of the youth community in Egypt, this initiative is being implemented to improve a conceptual solution to address the wellbeing issues of the youth in Egypt, especially educated unemployed and dropout students of higher education. The objective proposes to provide youth with quality education in different fields in order to respond to these issues. It aims to provide a conceptual business model for humanizing digital entrepreneurship education, including e-learning, MOOC - massive open online courses, offering successful training, mentoring and coaching empowers them with the knowledge, that enhance their employability and capability to make their own businesses. This program will then build awareness, competencies and values. This also creates jobs and prosperity, a forum for young community income and well-being. Therefore, this program will reduce youth social issues and preserve the relationship between the university and students. The program aims to include partners in the project and implementation as they also have the same vision and goal to provide youth with education and job opportunities and to bring value-added values to their lives in the future. Moreover, to propose a business model options for the Malaysian University of the Future that is relevant to the nations and communities, and contributes to the well-being of the society. Such a business model can be adapted by other universities in a way meeting their current and future needs .Finally, the research aims to provide Islamic values in compliance with the guidelines outlined in the Maqasid Syariah, which is to protect the intellectual and religion.

III. LITERATURE REVIEW

A. *Humanizing and balanced education*

Humanization is a process of personality growth itself, the characteristics of a qualitative side of any human operation, its unity and honesty. The main criteria of the humanitarian development are: system of knowledge, arrangements, motives and beliefs of a person. Humanization of education described as a forwarded pedagogical process that provides the creation and development of an integral personal attitude towards reality with a focus on motivational and evaluative processes in which the actualization of the acquired professional knowledge is not neutral, but is carried out on the basis of clearly articulated moral-axiological and social criteria. Humanization of education may be defined as a forwarded pedagogical process providing the formation and development of an integral personal attitude to the reality with accentuated attention to motivational and evaluative processes by which the actualization of the acquired professional knowledge is not neutral but is carried out according to the distinctly expressed moral-axiological and moral criteria. Humanization is not only understood as a simple filling the curriculum with the courses of humanitarian character but formation of need to assimilate the world culture in order to merge into organic whole the cognitive- active, moral-ethic and aesthetic components of a personal development. (Elkanova, T. M., & Chedzhemova, N. M, 2013). The path by which men and women will become aware of their role in the world is a humanizing education. This course enhances the world's potential for free life. This social responsibility is what will ensure the survival of a democratic society whose formative culture has to be formed by pedagogy capable of producing vital, morally just, self-reflective, educated and critically engaged people. (Law, L. P, 2015).

B. *University of the future and UotF business model*

The current prevailing business model for universities, is broad-based teaching and research institutions, with a wide asset base and back offices proving in all but a few cases to be inapplicable. Universities need to be ready for the future and to promote this phenomenon's acceptance across all these rates. Besides this, transforming their members is also important for all universities, who are also far from imbibing the shifting paradigm. Guided by concepts such as agility and adaptability, universities will set out their own directions toward this revolutionary transformation that incorporate budgetary constraints, faculty issues, local issues, and socio-economic issues. In addition to introducing students to industrial environments through learning models, for collaborating on curriculum growth, universities will need to create deeper symbiotic relationships with the industry. We could use technology to create short-term online programs that concentrate on expanding the learning objectives to include new-age skills such as problem solving, analytics, reasoning, communication, etc. Universities should concentrate on being a platform that allows students to learn from various sources, such as educators, open source materials, industry experts, graduates, and so on, and foster a culture of innovation and inquisitive attitude. Universities may use new technology to model environments in which learners with limited opportunities to encounter real-life job scenarios can apply their expertise. With online content providers offering learning tools, research will be one of the differentiators for universities in the future, where they can keep ahead of open source knowledge by enriching their curriculum with the latest research results and assessments. They may need to work closely with their different departments and other institutions to move multi-disciplinary and external research into real-life applications so that fundamental research results are achieved quickly. The University of the Future will be recognized as the center of social connection, interaction, cooperation, and diversion interfacing with the networks involved. It will also enhance the learning performance core, promote more prominent interaction and collaboration that can drive business cooperation within the company context (Greg Pringle, UoQ). The university has to choose a strategic business considering the developments in customer demands, digital technologies, delivery methods, knowledge democratization and funding (Zailan & Dahlan, 2019). The static models of Ernst & Young had captured and represented the University of the Future thorough business models. In view of the developments in consumer needs, emerging technology, distribution strategies, information democratization and financing, universities typically have a range of strategic market choices to choose from (Ibrahim& Dahlan, 2016; Ernst & Young, 2012)

C. *Sustainable Development Goals: SDG 1,3,4,8*

At the United Nations General Assembly's 70th Session in September 2015, member states adopted a new global development plan, Changing our World: The Sustainable Development Plan 2030. Sustainable development is a sustainable development guiding concept that benefits both people and the planet's well-being (UNESCO, 2016a). It is important to remember that Agenda 2030 is a global program, not just for developing countries, as was the aim of the

2000 Millennial Development Goals. It sets out a vision for a better world, normative and aspirational, that relies on cooperation and interdependence. At its heart are 17 Sustainable Development Goals, ending poverty everywhere in all its forms is the first goal (SDG1) of the seventeen goals of the Sustainable Development Goals (SDGs) agenda of the United Nations. SDG1 aims to eradicate extreme poverty, and one of its objectives by 2030 is to reduce at least half of the proportion of people of all ages living in poverty in all its dimensions within their country. The fourth goal of sustainable development goals is on education, the only goal that focuses on universal education and commits countries to 'ensuring inclusive and equitable quality education and fostering opportunities for lifelong learning for all.' Goal 4, which takes a focus on lifelong learning, reflects the global education community's dream and goals for 2030. As well as decent work & economic growth (SDG8) which seeks to promote sustained employment and decent work for all. By 2030, one of its targets is to achieve higher levels of economic productivity through technological advancement and innovation, as well as focus on high-value added and labor-intensive sectors. (Guma & Dahlan, 2020). As a result of achieving SDG1, SDG4, and SDG8, SDG3 will be achieved. SDG 3 seeks to ensure health and wellbeing for all, at every stage of life. The relationship between sdg3 and sdg8 is highly context-dependent. For example, where to improve education quality (SDG4), it reduces unemployment (SDG8) then reduces poverty (SDG1), economic growth leads to health gains as workers' income increases and improve youth wellbeing. (Howden-Chapman et al, 2017).

D. Lifelong Learning

Lifelong learning is a kind of self-initiated schooling based on personal growth. It involves learners in various contexts, these areas do not include only schools but also homes, workplaces and even places where people engage in leisure activities. Although the learning process can be applied to learners of all ages, however, there is a focus on adults returning to organized learning. lifelong learning does not always have to limit itself to informal learning. It is best described as volunteering to achieve personal fulfilment. Personal fulfillment and development refer to natural interests, curiosity, and motivations that lead us to learn new things, we learn for ourselves, not for someone else. The means to accomplish this may lead to formal or informal education. Lifelong learning has also become more closely associated with adult education, and more specifically training to help adults offset poor quality education (UNESCO, 2000b). However, the 2030 development plan envision lifelong learning as a cycle that begins at birth and continues throughout all stages of life. This approach combines numerous and versatile learning mechanisms, points of entry and re-entry at all ages, and enhanced linkages between formal and non-formal systems, including formal accreditation of the expertise, skills and competencies gained through non-formal and informal training. Lifelong learning encompasses all life-long learning activities aimed at developing awareness, skills and competencies through perspectives relevant to financial, civic, social and jobs.

E. Megatrend

Institutions called universities rely upon the modern world 's experiences and transformations. They do not go back far and are a few centuries old. The educational needs of the future workforce are evolving rapidly as the world moves into the fourth industrial revolution. Through incorporating innovative thinking into their strategies and embracing developments that can have the greatest effect, higher education institutions leaders are moving into an emerging environment of well-equipped work and learning. Megatrends are the guiding forces that shape the world today, and that of tomorrow. (Modly, 2016). They are all we know about a possible future. Megatrends are distinguished by far-reaching, regional behavioral, mobility and environmental patterns. There are five megatrends that would be particularly relevant for the higher education institutions worldwide. Through focusing on these megatrends, university leaders will transform their strategic plans and not only attract prospective students but also ensure sustainable success for their institutions. The five megatrends process of education are; (1) demanding soft skills, (2) reinventing the learning experience, (c) students as consumers, (d) lifelong learning and (e) the rise of collaborative research. [10] Digital capabilities have reshaped and transformed the way education is delivered, accessed, and the way higher education creates and enhances value. It enables feedback and interaction of students in real-time, and fundamentally, by bringing the HEI to the device. 4IR technologies have benefitted HEI by increasing flexibility and productivity, enhancing R&D activities, and developing new skills and talent both locally and globally. (Dahlan et al, 2020)

F. Entrepreneurship education & digital entrepreneurship education

Entrepreneurship education aims to provide students with the knowledge, skills and motivation to foster entrepreneurial success in a variety of environments, and is also being developed as a way to learn skills such as risk-taking and problem-

solving that encourage the attainment of life goals and employment. It can be targeted at various ways of realizing opportunities; the most common one is regular entrepreneurship: starting a new company (e.g. starting a new business), learning entrepreneurship will promote new project development. The vast majority of university-level courses, comparable to other business degrees, teach entrepreneurship. The higher education system, however, distinguishes between the creativity and innovation aspects which it sees as a precursor to the creation of new projects. Here Enterprise is defined as the ability to develop multiple ideas and opportunities that can be realized, and entrepreneurship is defined as having the business acumen that can realize the full potential. [11]. Digital entrepreneurship is a phenomenon that has arisen through technological assets such as internet, information technology, and communication. The creation of entrepreneurial competence supported by digital platforms and the development of a wider range of innovations. Digital academic entrepreneurship engages more stakeholders in developing the academic entrepreneurial process through the use of digital technologies. The massive development of MOOCs on entrepreneurship has been primarily useful in providing digital content to students interested in entrepreneurship initiatives, both within and outside the classroom. Free online courses on entrepreneurship often allow educators and students to access a wider range of resources, skills and knowledge far away from pulsating market ecosystems. MOOC is a suitable platform for teaching entrepreneurship, as it provides tools that enable students to facilitate collaborative learning and improve individuals' most important affective entrepreneurial aspects such as recognition of opportunities and the acquisition of resources. (Vorbach & Korajman, 2019)

G. Technical and Vocational Education

Technical education is the educational aspect which leads to the acquisition of skills and basic knowledge. On the other hand, vocational education is training for a particular vocation in industry, or trade, or work. Technical and vocational education's mission is to promote skilled, technical and professional manpower production to revitalize and sustain the national economy and reduce unemployment and poverty. Technical and vocational training gives individuals the ability to learn and become productive citizens and to advance at work. (Ajufo, 2013). There are several advantages for Technical and Vocational Skills development TVSD (e.g. higher productivity, preparation for technological change, accessibility to new ways of organization of work, and the potential to attract foreign direct investment). (King & Palmer, 2007).

H. Youth Unemployment in Egypt

Youth unemployment is a key policy problem in Egypt. In 2011, Egypt witnessed increased youth political mobilization as part of what was described as the "Arab Spring" in the media. Youth employment issues are key in this context. The majority of the unemployed in Egypt are, especially as young people with rate 32.43% in 2019. [28]. There's also a high prevalence of youth unemployment, particularly among young women and the educated. Most groups of youth who suffer from unemployment are young people who have academic degrees with rate 34% in 2017 [29], where the unemployment rate among young people increases with each level of educational attainment, since education in Egypt does not necessarily guarantee job qualification. The factors for luxury unemployment (unemployment among qualified university graduates) are; (1) Education-Occupation Mismatch, the job did not match their level of qualification, in which university graduates are not equipped with the skills and knowledge to prepare them for a career within their field of study, (2) A Weak Infrastructure for Innovation and Entrepreneurship, (3) limited access to finance for entrepreneurial support, (4) the lack of employment opportunities. (Ghafar, 2016).

I. International Community Engagement

Competition between universities is intensifying for students, staff, and resources internationally. Innovations provide students with new ways to access higher education and close the equity gap for poorer populations. The Malaysian Ministry of Higher Education recognized the need for radical changes to meet the challenges and remain aligned with global trends and relevance. The newly launched Malaysia Higher Education Blueprint MEB is focused on the accomplishments of the program to date and recommends significant improvements in the way the ministry and system operations to achieve sustainable development. The Ministry aims at: establishing an entrepreneurial mindset throughout Malaysia's higher education system and creating a system that produces graduates with a drive to create jobs, rather than just seeking jobs, building a system that is less focused on traditional academic paths and places equal value on much-needed technical and vocational training, actively adopt technology and developments that meet the needs of students and allow the learning experience to be more personalized. Harmonize how private and public institutions are governed and

transition from the existing, highly centralized HLI governance structure to a model centered on gained autonomy within the regulatory framework and ensure the financial sustainability of the higher education system by reducing the reliance of HLIs on government resources and also by asking all stakeholders directly benefiting from it to contribute. (Ganapathy, 2016)

IV. METHODOLOGY

This paper adopted the design and system thinking approach to develop a conceptual business model of a Malaysian-based UotF – focusing on implementing relevant international community engagement programmes and activities. The value proposition of the conceptual business model is to enhance the wellbeing of Egyptian youth through humanising entrepreneurship education, and by harnessing on the use of digital/IR4.0 capability and platform. The conceptual business model is developed through understanding the needs of educated unemployed and dropout students of higher education by using business modeling tools, namely the Business Model Canvas (BMC) and Value Proposition Design Canvas (VPC). The approach involves carrying out a literature review and online interview with undergraduate and postgraduate Egyptian student who study in Egyptian universities and dropout student of higher education to identify key challenges and issues of various CS, formulating and devising an initial conceptual business model – in the form of BMC and VPC, and value proposition to enhance the wellbeing Egyptian youth. Design thinking is a methodology which uses the designer's intuition and techniques to match people's needs with what is technologically feasible and what a viable business plan can turn into value for the customer and market opportunity.

V. PROPOSED CONCEPTUAL SOLUTION

Based on the literature review, the design and system thinking approach uses a strategy canvas with business modeling tools – the Environmental Map (EM), Business Model Canvas (BMC), and Value Proposition Design Canvas (VPC) – to evaluate, develop, and build an innovative business model for the University of the Future (UotF).

a) The initial BMC and VPC

The Malaysian UotF 's initial business model – in the form of BMC and VPC, was developed based on a review of literature and design thinking. The author has conducted a literature review and interviews with Egyptian lecturers at Malaysia's International Islamic University (IIUM) and the University of Cairo to validate the BMC. To formulate and Ideate the initial value Proposition Canvas (VPC), interviews were conducted to understand the needs, challenges, and key issues, with 6 Egyptian undergraduate students and Egyptian university alumni, as well as 5 Egyptian educated youths unemployed and 4 Egyptian poor youth and dropout students of the higher education.

b) Key Findings from Interview

The key finding after the interviews is that entrepreneurship education plays an essential role in overcoming the problems of unemployment in Egyptian society. Bringing digital entrepreneurship education to Egyptian society especially youths can help enhance the country's economy. By generating balanced and holistic graduates with an entrepreneurial mind-set, the public and private sectors can improve their employment, or they can become self-employed and entrepreneurs. Egyptian youth want to learn innovation and to develop their innovative creative thinking skills. It is considered beneficial to provide an entrepreneurship curriculum that equips the learners with the knowledge and skills to realize their good ideas into business practice. In this program, digital platforms such as e-learning, MOOC (massive open online courses), and e-marketplace tools will be used to facilitate their learning process and experience.

c) Validated Business Model Canvas (BMC)

The business model canvas is a great tool to help you understand a business model in a simple, organized way. Using this canvas will give you insights into the customers you target, what value propositions are delivered across what channels and how your business is making money. Alexander Osterwalder, of Strategyzer, developed The Business Model Canvas. It involves nine blocks capturing the corporate big picture and its logic, and divided into four important keys driven, (1) Value and customer driven strategy focusing on the Value Proposition and Customer Segment blocks, (2) Finance driven strategy focusing on the Revenue Streams and Cost Structure blocks, (3) Resource and activities driven strategy focusing on Key resources and Key Activities blocks, (4) Partnership driven strategy focusing on key partners and channel block.

TABLE I: VALIDATED BUSINESS MODEL CANVAS (BMC)

Key Partners 🔗	Key Activities ✅	Value Proposition 🎁	Customer Relationships ❤️	Customer Segments 👥

• Universities
 • Governments.
 • Ministry of education.
 • Ministry of higher education
 • Ministry of media.
 • IT Companies.
 • Sponsors
	• Knowledge creation on a digital platform
	 • Student Scholarship
	 • Online Lectures & Library
	 • Students mentoring
	 • MOOC- massive open online courses
	 • Social contributing
	 • Balanced Education development
	 • Entrepreneurship Education Programmers
	 • Enhance career &reskilling and upskills
	 • preparation for technological change
	 • training for a particular vocation
		• Balanced & Entrepreneurial Education.
		 • Secured Digital Platform Content.
		 • Lifelong Learning.
		 • Humanizing and relevant education
		 • Freemium education model
		 • Learning Flexibility.
		 • Friendly and international campus environment
		 • Scholarships.
		 • digital infrastructure
		 • Trusted & innovative institution
		 • Awareness programs
		 • Enhance job opportunities
		 • Technical and Vocational education.
		 • Innovation system
		 • Skilled workers
		 • Better education system
		 • Educated nation
			• Motivation programs
			 • Training Course.
			 • Educational events and Exhibitions
			 • Digital Platform (E-learning, E-marketplace)
			 • MOOC-massive open online courses
			 • Coaching & Mentoring
				• **Students**
				   • Undergraduate students.
				   • Drop out Students
				   • Alumni
				
				 • **Egyptian poor youth**
				 • **Universities**
				 • **Donors**
				 • **Government**
				 • **Employer**

	Key Resources 👷		**Channels** 🚚	
	• Human Resource (Staff – Lecturers- Trainers) • University Center for Community • IT resources such as digital platform of the Programme • Alumni • Financial • Working Labs		• Digital Platforms • Social Media. • TV Shows. • Road Shows • Open days and Events. • Partnerships and Agents • Education Exhibitions • Printed Materials • MOOC –massive open online courses	

Cost Structure 🏷️	Revenue Streams 💰
• Scholarship. • Staff Salary. • Digital infrastructure expenses. • Activities and workshops expenses • Student service expenses. • Advertisement expenses	• Study Fees. • Training Courses& workshops Fees. • Donation Funds. • Governments grants • Sponsorship • Freemium

1. Customer Segments

The Customer Segments defines the different groups of people and organizations of this project and Malaysian UotF aim to serve aims to reach and serve. The business model must be designed with deep understanding of the customer needs. The focus customer segments are: (1) Students (Undergraduate students- Drop out Students- Alumni), (2) Poor Egyptian Youth (3) Universities, (4) Donors, (5) Government, (6) Employer

2. Value Proposition

The Value Propositions describes the value of the services that were provided to satisfy the customer segments in the project, and also what problem you will solve with your project. This includes: balanced & entrepreneurial education, educate youth to become successful entrepreneurs, secured digital platform content, lifelong learning, humanizing and relevant education, freemium education model, learning flexibility, friendly and international campus environment, scholarships, digital infrastructure, trusted & innovative institution, raising awareness about the importance of the education, enhance job opportunities, Skilled workers, Better education system and Educated nation.

3. Cost Structure

The Cost Structure describes all costs incurred to implement and deliver the value propositions delivered to its customer segments by the Malaysian UotF. This includes the costs in executing the key activities by having the key resources in carrying out entrepreneurship Programme, Scholarship, Staff Salary, digital infrastructure cost, cost of activities and workshops, Student service cost, Digital transformation cost and Marketing expenses

4. Revenue Streams

The revenue comes from the customer segments. That is to cover running expenses and to execute the Programme. This includes: (1) Study Fees, (2) Training Courses& workshops Fees, (3) Donation Funds, (4) Governments grants, (5) Sponsorship, (6) Fermium.

5. Key Activity

The Key Activities describes the most important activities of Programme to be performed in order to deliver the value propositions offered by the Malaysian UotF to its customer segments. The key activities include: (1) Knowledge creation on a digital platform, (2) Student Scholarship, (3) Online-Lectures & Library, (4) Students Advising, (5) Social contributing, (6) Balanced education development, (7) Digital Entrepreneurship Education Programmers, (8) preparation for technological change, (9) training for a particular vocation, (10) Enhance career, reskilling, and upskills, (11) MOOC-Massive online courses.

6. Key Partners

The Key Partnerships is used to describes the network and partners that make the conceptual Programme work. The key partners include: (1) Ministry of Higher education and Ministry of Education which help and support the Programme objectives and provide facilities (2) Sponsors for providing scholarship, financial assistance and sponsoring training and education for youth, (3) Universities to help the Programme in term of providing teaching materials and online facilities such as E-learning, (4) ministry of media to raise awareness about the importance of the entrepreneurship education and promote this program (5) Government to promote job creation and financing and (5) IT Companies to do digital infrastructure.

7. Key Resources

The Key Resources describes the most important assets required to make the Programme. The key resources include: (1) Alumni in Egypt who can coach and train youth's entrepreneurship skills, (2) Human resources such as lecturers and trainers, (3) IT resources such as digital platform and social media, (4) Financial, (5) Working Labs.

8. Customer Relationship

The Customer Relationships Building Block describes the types of relationships establish with customer Segments. The types of customer relationships include: (1) Motivation programs, (2) Digital platforms such as mobile app, E-learning and E-marketplace, (3) Training Course, (4) Educational events and Exhibitions in Egypt, (5) massive open online courses-MOOC, Coaching & Mentoring.

9. Channels

The Channels explain how this program concept communicates with its consumer segments and reaches them in providing the value proposition. The following are the main channels of this Programme: (1) Social Media network – Social is most powerful medium to attract customers, (2) Digital platform, this platform should be attractive and easy for customers to know about this Programme, (3) TV Shows, (4) Road Shows, (5) Open days and Events, (6) Partnerships and Agents, (7) Education Exhibitions, (8) Printed Materials.

d) Validated Value Proposition Canvas (VPC)

The Value Proposition Canvas is a tool that can help to position a product or service around what the customer values and needs. Dr Alexander Osterwalder initially developed it for ensuring a fit between product and market. It is a detailed look at the relationship between two parts of the wider Business Model Canvas from the Osterwalder; customer segments and value propositions. The Value Proposition Canvas may be used when an existing product or service model needs to be improved or a new concept built from scratch

TABLE II: VALIDATED VALUE PROPOSITION CANVAS (VPC)

CUSTOMER SEGMENT	CUSTOMER PROFILE			VALUE MAP		
	JOB TO DO	PAINS	GAINS	PRODUCTS & SERVICES	PAIN RELIEVERS	GAIN CREATORS
Undergraduate Students& & Dropout Students	• Learn new knowledge & skills • Learn creativity • Attend mentori class • Acquire knowledge, skill & human values • Entrepreneur-sl education & sk	• Education-Occupation mismatch • Weak infrastructure for innovation a Entrepreneur-sl skills. • inadequate curriculum& teaching methodologies • Poverty • not equipped w the skills and knowledge • Time consuming	• Free access to online education & materials. • Strong Innovat System • Educational program and awareness. • Academic qualifications • Knowledge & High level skills • free education • enhance career and upskills • Ready for workplace • Learning flexibility • Self-reliance • Strong Innovat System	• Digital learning platform. • Entrepreneurial Education. • Online facilities • Quality education • Scholarships. • Qualified Tutors • preparation for technological change • training for a particular vocation • MOOC-massive open online courses	• Cheap tuition fee • Flexible schedul • Lifelong Learnin • E-learning • Technical and vocational education	• Awareness programs • Training Course • Mentoring class • Enhance Job opportunities
Alumni	• Learn entrepreneurial skills • Acquire knowledge, skill & human values • training course • Create jobs • Learn creativity • Business ideas	• Unqualified graduates • Weak infrastructure for innovation a Entrepreneur-sl skills. • lack of job opportunities • lack of experier • Unqualified Lal • not equipped w the skills and knowledge	• lifelong learning • Creating jobs • Self-reliance • Strong Innovat System • Knowledge & High level skills • Job opportunities • Ready for workplace	• Digital learning platform. • Entrepreneur-ship training. • Enhance job opportunities • preparation for technological change • training for a particular vocation	• Lifelong Learning. • Entrepreneur-ship skills • MOOC-massiv open online courses • Technical and vocational education	• Educational program and awareness. • Mentoring class • Events and conferences
Universities	• Creating an innovation syst • Upgrade curriculum • Training the lecturer • Digital	• Unqualified lecturers & curriculum • Poor digital education platfo • Poor innovation syst	• entrepreneurial universities • launching pad for innovation • Qualified	• Balanced & Entrepreneurial Education. • Digital infrastructure • Training courses for lecturers	• entrepreneur lecturers • Producing balanced and entrepreneu youth • E-marketing an	• Sponsorship • Educational Events

	infrastructure • Sponsorship	• Poor finance system •Poor Entrepreneurial skills	lecturers & curriculum • Secured Digital Platform • Education-Occupation matching	• Innovation System	e-learning • MOOC-massive online open courses	
Donors	• Provide Sponsorship • Monitoring the activities • A trustworthy platform for donation and financial assistance	• Untrusted institution • Poor digital education platfo	• Helping the Ummah. • Resolving financial problems • Developed society	• Secured Digital Platform • Trusted & innovative institution	• Organizing effective trainin • Sponsorship • Delivering best facilities	• Making a contribution to society 's wellbeing • Educated nation
Government	• Provide financial support • Job opportunities	• Financial crises • Lack of skilled workers • low level awareness of citizen	• Educated citizen • Economic grov • awareness	• Produce fresh graduates • Skilled students, staffs a lecturers • Trusted & capable institution	• Universities produce more skilled citizen	• Skilled workers • Better education system • Educated nation • high level awareness of citizen
Employer	• Sharing knowledge & increase youth opportun for jobs & entrepreneur-sh • Experience letter	• Allocated time • Youth competency & level of cognitive	• Personal experience & networking • Increase employability f youth	• Consultation support & smooth replacement • Quality digital platform & Easy procedures • Statistics & stud performance reports	• Flexible appointment • Quality syllabu & teaching materials	• -Industry relevant skills • Humanising education
Egyptian poor youth	• Attend mentoring class • Acquire knowledge, skill & human values • Entrepreneur-ship education & skill	•High tuition fees •Expensive academic materials •Lack of job opportunities •not equipped with the skills and knowledge	•Academic qualifications •Knowledge • High level skills •free education •enhance career and upskills	•Qualified lecturers • Recommendation o scholarships • Good campus facilities • Good mentoring • MOOC	•Student scholars • Fermium education •Study loan •E-learning •Technical and vocational education	• Quality education • Balanced graduate • Mentoring class • Enhance Job opportunities

VI. CONCLUSION AND FUTURE WORK

This paper provides a conceptual and validated business model options of Malaysian UotF to empower Egyptian youths through humanizing digital entrepreneurship education and develop innovative knowledge, skills and Islamic values that contributes to social wellbeing in Egypt. It also provides them with a digital learning platform to ensure a quality lifelong learning for all Youth. This business model suggests a conceptual solution to address the unemployment problem by aligning the capabilities of Egyptian students with evolving business demands, and as a result help them in overcoming

their poverty. This solution offers business model options for a university of the future (UotF) to empower youth by humanizing entrepreneurship education that contributes to social well-being in Egypt. This proposed conceptual business model for Malaysian universities of the future can be benchmarked and adapted by other institution of higher learning in international community engagement

Future work includes formulating and establishing the Project and Change Management Plan in implementing the conceptual and validated Malaysian UotF business model for enhancing the wellbeing of Egyptian youth in Egypt through relevant international community engagement and humanising entrepreneurship education programmes and the development of the digital platform.

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